DOCUMENT RESUME

ED 294 506 HE 021 480

AUTHOR Warner, Rebecca L.; And Others
TITLE Career Paths in Higher Education Administration.
INSTITUTION American Council on Education, Washington, D.C.; Oakland Univ., Rochester, Mich.
PUB DATE 88
NOTE 35p.; Research report written by a study group affiliated with the Oakland University chapter of the American Council on Education/National Identification Program.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Characteristics; *Administrators; Administrator Selection; *Career Ladders; *College Administration; Comparative Analysis; *Employment Level; *Females; Higher Education; *Males; Questionnaires
IDENTIFIERS *Women Administrators

ABSTRACT

A national survey of administrators was conducted to explore career paths and barriers in higher education administration and differences between male and female administrators as well as differences in administrative ranks between the sexes. The sample consisted of 394 administrators at the dean and above level, 319 of whom were male. A majority were white. A majority of women and men held the doctorate degree; however, the majority of the women received their highest degree in education, while men were more spread out with degrees in education, social sciences, and other fields. The distribution of current administrative positions indicated that women were more likely than men to hold lower level positions, and were more likely to be at community colleges. Two areas were important in the career path to higher education administration: one's education, and whether an individual acquires any faculty experience. Barriers perceived and experienced by women include: lack of strong sponsorship for administrative positions, sex discrimination, the importance placed on family responsibilities in the early career, and the type of education received. The questionnaire is appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294506

CAREER PATHS IN HIGHER EDUCATION ADMINISTRATION

Rebecca L. Warner
Johnetta Brazzell
Roxanne Allen
Sharon Bostick
Pamela Marin

Oakland University Chapter of the
American Council on Education/National Identification Program
Career Paths Research Committee

Oakland University
Rochester, Michigan 48309-4401
1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rebecca L. Warner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 021 480

TABLE OF CONTENTS

	Page No.
Introduction	1
Sample Description	3
Career Barriers in Higher Education Administration	4
Career Paths in Higher Education Administration	7
Conclusion	9
References	11
Appendex A: Data and Methods	12
Appendix B: Survey	15
Appendex C: Tables	21

INTRODUCTION

Research on administration in higher education suggests that although women have made progress over the last 15 years in obtaining senior level administrative positions, their gains are not seen distributed throughout all types of institutions and across all departments or areas within institutions (Hemming, 1982; Moore, 1984). In 1980, approximately 20 percent of all administrators at four-year degree granting institutions were women, yet women represented only nine percent of presidents, 14 percent of provosts, and 14 percent of academic deans. Over half of the women holding academic dean positions were found in nursing, home economics, arts and sciences, and continuing education. Within four-year institutions, the largest number of women (61 percent) are employed at liberal arts institutions. The largest number of male administrators are found in comprehensive universities and colleges. In addition, female administrators are significantly more likely to be in private four-year institutions (78 percent) than male administrators (48 percent). What can explain the differences in administrative positions between men and women? Are there barriers (formal or informal) which are hindering women in the administrative careers?

Although limited research exists which attempts to explain gender differences in administrative careers, a number of factors have been suggested as potential barriers to career development (Hemming, 1982; Moore, 1984):

- type and level of education
- inadequate administrative experience
- lack of sponsors or mentors
- sex and race discrimination
- family responsibilities.

In the spring of 1987, Oakland University's chapter of the American Council on Education's National Identification program established a research committee to explore whether or not the barriers suggested above are affecting the advancement of women in higher education. The committee was also interested in how men and women enter administration and how their educational and occupational experiences affect their administrative careers. Our primary goal was to come to an understanding of the avenues for mobility in administration so that interested women can have access to information useful for the formulation of career goals.

To achieve our goal, we conducted a national survey of administrators at the dean and above level in institutions of higher education. The findings from our survey will be presented as follows:

I. Sample Description

   A. An identification of some general differences between male and female administrators.
   B. A discussion of where men and women are in the administrative ranks of higher education.

II. Career Barriers in Higher Education Administration

   A. Methods of entry into administration.
   B. The relationship between method of entry and administrative rank.
   C. Perceived and experienced barriers to administration.
   D. Gender differences in the relative ranking of career and family over the course of the administrative career.

III. Career Paths in Higher Education Administration

   A. The impact of having faculty experience on administrative positions.
   B. The relationship of academic department in which administrators received their highest degree and the level of administrative position held.

IV. Conclusion

SAMPLE DESCRIPTION

The data for our study consist of 394 administrators at the dean and above level who were listed in the 1986 Higher Education Directory (for a description of sample design and procedures, see Appendix A). Of our 394 respondents, 319 (81 percent) are male. In terms of age, the female administrators are somewhat younger (46.7) on average than the male administrators (50). And the overwhelming majority of our respondents classify their racial identification as "white" (84 percent of women, 93 percent of men).

Familial situations differ markedly for men and women. Although the majority of both women and men are currently married (57 percent of women and 90 percent of men), a notable percentage of women have never been married (33 percent compared to only 3 percent of men). Most of those who are married have spouses who also hold professional occupations. However, men are significantly more likely than women to be married to someone who we characterize as working "at home." Male administrators are also significantly more likely to have children (95 percent) than female administrators (60 percent).

Data on the educational achievements and current administrative positions of our respondents are presented in Table 2 of Appendix C. A majority of both women (63 percent) and men (66 percent) hold doctorate level degrees. The area in which the highest degree was received, however, differed for the women and men. The majority of women received their highest degree in education (60 percent) while men are more spread out with 36 percent receiving their highest degree in education, 17 percent in the social sciences, and 11 percent each in the categories of history/philosophy, physical sciences, and business.

The distribution of current academic administrative positions shows that women are more likely than men to hold lower level positions, and are more likely to be at community colleges (see Table 2). In Table 3, we have cross-classified these three variables to see if the distribution of administrative positions is the same depending on the type of institution. In both the university/college institutions as well as the community college/technical schools, men are more likely to hold the upper level positions. Somewhat surprisingly, however, the dispersion of women throughout administrative hierarchy in the community college/technical schools shows women in somewhat lower positions compared to men than is the case for university/college institutions.

CAREER BARRIERS IN HIGHER EDUCATION ADMINISTRATION

Previous research has suggested that a number of barriers to higher education exist and have posed particular difficulties for women. In our study, we identified three general sets of barriers: (1) the way in which men and women enter higher education administration; (2) individuals' perceptions and experiences of barriers (e.g., race or sex discrimination, lack of an advanced degree); and (3) the ranking of individuals relevant life roles (e.g., career, family, leisure). Each of these is explored below to detect its relationship to men's and women's experiences in higher education administration.

In order to determine whether there is a difference in the method of entry into higher education administration between men and women, respondents were asked to select among several entry options which we have condensed to "actively sought" or "recruited." The former category includes not only those who actively sought higher education as a career goal but also those who reported that they applied for such a position. The latter category includes those who were directed or inspired by a woman or man, and those who were recruited or nominated for a position. There is no significant difference between men and women in their method of entry into higher education. The majority of men (57 percent) as well as women (61 percent) report they were recruited into administration (Table 5, Appendix C).

Looking at the relationship between method of entry into administration and the level of position held, we find that for women there is a significant relationship (Table 5, Appendix C). Women who are nonacademic administrators (vice presidents of divisions and nonacademic deans) are much more likely to have sought out their administrative careers than women who are academic administrators. No pattern was found between level of administrative position and method of entry for men; regardless of level, men are more likely to have been recruited than to have sought out their first administrative position.

Turning now to the issue of barriers to administration, we have examined whether male and female administrators see a number of factors as "general barriers" to advancement in higher education, and whether any of these factors have posed a "personal barrier." The results of these analyses can be found in Table 4, Appendix C. There are several areas where men and women agree. Less than half of administrators, regardless of gender, report that lack of professional involvement, lack of a strong sponsor, and racial discrimination pose general barriers to advancement. Approximately half of all respondents see the desire for geographic location or lack of diversity in administrative experience as a general barrier. Men and women do differ, however, in other areas. First, although not statistically significant, men are more likely

(68 percent) than women (56 percent) to see the lack of an advanced degree as a general barrier. Second, women are much more likely to see sex discrimination (53 percent) and family responsibilities (53 percent) as general barriers to higher education administration than are men (27 percent and 34 percent respectively). Both of these gender differences are statistically significant.

Looking at the distributions for the experience of personal barriers, the first thing that is evident is that the majority of administrators do not see any of our factors as personal barriers. We also find that men and women are not significantly different in their experiences of personal barriers except in the areas of lacking a strong sponsor and that of sex discrimination. The lack of a gender difference between men and women on the experience of family responsibilities as a personal barrier is interesting given that we found a difference on the perception of this as a general barrier. However, as we noted in the sample description section, a notable number of women are "never married" and are significantly more likely than men to be divorced. The perception of family responsibilities as a general barrier does not translate into a personal barrier as a sizable number of women have opted against taking on such responsibilities.

As we noted, gender differences are found for the importance of a sponsor and the experience of sex discrimination. Women are more likely than men to have experienced both of these as personal barriers. The former gender difference is interesting, recalling that men and women did not differ in seeing the lack of a strong sponsor as a barrier in general. Slightly less than half of all respondents reported that lacking a mentor can present a barrier, yet women are more likely to have personally experienced such a barrier than men. With the importance of sponsorship in higher education administration, it appears that this is an important area to target for advancing women. In addition, it appears that women are also still perceiving and experiencing some sex discrimination in career development, another area which continues to need attention.

Another way in which women have reportedly experienced barriers to advancement in administration is by getting later starts in their careers. Starting an administrative career later in life does not allow an individual the same opportunities as those who start earlier to gain relevant experiences for senior level positions. One possible factor in explaining women's later entry into administration is the importance placed on family early in one's career. We decided to ask our respondents to rank their role priorities as they saw them at the beginning of their careers and as they see them currently. These factors included career, family, spouse, leisure, and community involvement. Because many respondents ranked more than one role as first, second, etc., our examination of these rankings should be looked at as relative priority placements.

Looking first at the relative priority of the career at the beginning of one's career compared to currently, we find that male

and female administrators were as likely to rank this factor as top priority in the beginning of their careers, but women are significantly more likely to rank it as top priority currently (Table 6, Appendix C). Part of this may be due to the age difference in our sample. With men being closer to retirement age, they may be reranking their priorities. However, we expect that a number of women have increased the placement of career in their priority rankings as children get older and some have fewer marital constraints.

Focusing on the relative ranking of family responsibilities at the beginning of the career and currently, we find again that women's priorities compared to men's have shifted over the career. At the beginning of the career, women are more likely to put family first (39 percent) than are men (23 percent), although this does not quite reach statistical significance (Table 7, Appendix C). Current rankings show that men and women are closer in their placement of family, with 25 percent of men ranking family first and 28 percent of women doing so. A factor that may be masking the significance of the difference between men and women in the beginning of the career is that our analysis includes those who have never been married. Excluding those respondents reporting to have never married, we find that women are significantly more likely to have placed family first (47 percent) than men (24 percent). The placement of priorities early in the career may have ramifications for the development of an administrative career for women in higher education.

The findings for the relative ranking of one's spouse mirrors the findings for those just reported for the ranking of family. Women are more likely to put spouse at the top of their priority lists than are men early in the career (not reaching statistical significance), while men are significantly more likely than women to put spouse as top priority currently (Table 8, Appendix C).

In summary, we find that there are some areas that present a barrier more for women than for men. First, we saw that women in nonacademic administrative positions are less likely to have been nominated or recruited for their first administrative positions. This is probably related to our finding that women are more likely to have experienced the lack of strong sponsorship and see this as a personal barrier to their advancement in administration. Sex discrimination also still poses a problem for women. We found that family responsibilities continue to be a significant issue for women, although many women in opting for lifestyles without husbands or children are attempting to address these barriers. Finally, we see that women may be facing barriers due to the placement of priorities early in their careers. Longer careers in administration and the gaining of additional experiences that come with time may be one area that separates the development of administrative careers for men from those of women. We will now turn to the area of actual placement of men and women in the administrative hierarchy and examine some of the issues in career development that affect administrative attainment.

CAREER PATHS IN HIGHER EDUCATION ADMINISTRATION

We have mentioned previously that men are more likely to hold higher level administrative positions than women, both at the university/college level, as well as at the community college level. We have also identified a number of barriers that can hinder administrators in careers (family constraints, discrimination, etc.). In addition to these, we were very interested in discovering how the path taken in higher education administration can affect the level of the position attained. To explore this issue, we identified two primary areas of importance in the path to higher education administation: the education one receives, and whether or not an individual acquires any faculty experience.

In our sample description, we noted that male and female administrators do not differ significantly with respect to the amount of education received, but have received their highest degree in different areas (Table 2 of Appendix C). Both men and women in our sample are most likely to have received their degree in education, but women are twice as likely to have done so. Men are more likely than women to have received degrees in all other academic areas. How does this difference affect one's position in higher education administration? In Table 9 of Appendix C, we have presented the cross-tabulation of position level by education type. The relationship is statistically significant. Over two-thirds of those respondents who received their degrees in the physical sciences are in academic administration (president, vice-president, academic dean), and about 60 percent of those with degrees in arts/humanities, or the social sciences are in such positions. On the other hand, less than half of those with their highest degree in education are in academic administrative positions. The largest percentage of those with education degrees (one-third) are in nonacademic dean positions. This finding suggests that a significant barrier to higher administrative positions (especially in academic areas) is the area in which you receive your degree. And since we find that women are disproportionately in the education field, this may keep a good number of them from rising to the top.

Whether or not one has faculty experience may also affect the position attained in administration. Teaching in an academic department may be the most direct path to entry level academic administration (such as academic dean), then subsequently to positions leading up to a presidency. In Tables 10 and 11 of Appendix C, we show the relationship of the path respondents took to administration and where they are with respect to type of institution and level of administrative position.

Looking first at the relationship between path taken and the type of institution, we find that those who have had faculty experience are significantly more likely to hold administrative

positions at universities (55 percent) than those without faculty experience (38 percent, see Table 10). Those with nonfaculty paths are more likely to be at colleges, community colleges or technical schools.

Paths taken by administrators are also significantly related to the level of current administrative positions (Table 11). Those who have had faculty experience are much more likely to be in the highest level of administration as well as in academic dean positions. Nonfaculty path administrators are found at the vice-president (of divisions) or non academic dean positions. Table 12 in Appendix C shows that controlling for gender makes no significant difference. The relationship between path and position level is the same for women as it is for men in administration.

The obvious question to ask is: Are men more likely than women to have faculty experience? The answer is no (Table 13, Appendix C). Although men are slightly more likely to have spent time as a faculty member in an academic department, this relationship is not statistically significant.

So what does our research on career paths to higher education administration suggest for women? We have found that both the area in which one receives their highest degree and whether or not one has faculty experience are significantly related to administrative position. Women do not differ from men with respect to having faculty experience but do differ in their areas of advanced study. Although our sample size is not large enough to explore the relationship between area of study, faculty experience, administrative position, and gender, our findings suggest that the difference between men and women is in their academic training. If women continue to seek advanced degrees in the area of education at a higher percentage than men, we may not see significant changes in the distribution of men and women throughout the administrative hierarchy.

CONCLUSION

Our research results, like those of earlier research, find that men and women are not distributed equally throughout the higher education administration hierarchy. Men are more likely than women to hold the highest level positions in both four-year and two-year institutions of higher education. The purpose of our research was to identify the possible barriers that exist in administration that may be affecting women's ability to obtain the most senior level positions at similar rates to men. Our findings suggest that a number of barriers are perceived and experienced by women:

- lack of strong sponsorship for administrative positions
- sex discrimination
- the importance placed on family responsibilities in the early career
- the type of education received.

Our data suggests that lacking a strong sponsor poses problems for women in two ways. First, although male and female administrators were equally likely to perceive the lacking of sponsorship as a general barrier, female administrators are significantly more likely to have experienced this particular barrier in their administrative careers. Second, we find that administrators get different starts in administration. Among the women in our sample, nonacademic administrators were more likely to have sought out their careers, while academic administrators were relatively more likely to have been recruited or nominated. The majority of male administrators, regardless of area, are nominated or recruited. So it appears that being sponsored is a problem area for women in general, but particularly for those involved in nonacademic areas. Future research should focus attention on sponsorship or mentoring in an attempt to identify the processes by which administrators can make these important connections.

The issue of sex discrimination is not new to higher education administration or any other field where women are attempting to gain access to occupations that are male dominated. That male administrators are significantly less likely than female administrators to see sex discrimination as a general barrier to advancement indicates the problematic nature of this issue. If the reported gains women have made in administration have been due to increased efforts for affirmative action, we may see a decrease in sex discrimination with time. But it is clear that sex discrimination is still a barrier for women's advancement and diligent efforts must continue to be made.

The importance of family responsibilities in shaping women's careers is evident in most research on women's work. In our sample of higher education administrators, men and women place

family as top priority at different points in their careers. In placing family ahead of career early on, women may not be able to achieve the highest level positions to the same extent as men. It appears that women are increasingly aware of this barrier as female administrators are significantly more likely than male administrators to have never married or to be divorced. Familial constraints will probably continue to be an issue for women in a culture which assigns primary domestic responsibility to women. But for women who want to move up to the top of the administrative hierarchy, consideration of this issue is important.

Finally, the academic department in which administrators receive their highest degree appears to impact the type of administrative position held. Our research suggests that those receiving advanced degrees in education are not as likely as others to be in academic administration (presidents, provosts or academic deans). This information may be useful for those who know they want careers in higher education administration before they enter graduate school, or for those who currently hold masters degrees and are considering returning for a doctorate to aid in their career advancements. However, our research also suggests that area alone may not be enough. Having faculty experience is also related to the level of administration.

Women have a long road ahead in their quest to reach senior level administration, with many barriers posing significant roadblocks. We hope that by identifying these barriers as they are perceived and experienced by women in administration today, women planning careers in this area will be better equipped to face the many challenges of higher education administration.

REFERENCES

Hemming, Ruth M. 1982 "Women in Community College Administration: A Progress Report." Journal of the National Association of Women Deans, Administrators, and Counselors. 46 (Fall): 3-8.

Moore, Kathryn M. 1984 "Careers in College and University Administration: How are Women Affected?" Pp. 5-15 in A. Tinsley, C. Secar, and S. Kaplan (eds), Women in Higher Education Administration, no. 45. (Jessey-Bass, San Francisco, CA.)

APPENDIX A

DATA AND METHODS

Data for our project were collected via a mail survey of senior academic administrators. Initially, 800 administrators with the title of Dean or above were randomly selected from the 1986 Higher Education Directory, and sent a questionnaire. We made no restrictions on the type of institution, and therefore questionnaires were sent to senior administrators at universities, colleges, community colleges, and technical schools throughout the United States. Two waves of the survey were sent, with a reminder postcard sent between the two waves. Completed surveys were returned by 394 respondents producing a response rate of 49 percent.

The survey instrument was designed to elicit information in three general areas: career development, factors perceived as important for career development, and demographic characteristics. With respect to career development, we were interested in knowing how academic administrators entered the field, what types of occupational and administrative experiences they have had, and their goals for the future. Two broad sets of factors which hold relative importance for administrative careers are the training and education seen as necessary for higher education administration, and the barriers that can hinder career mobility/development. A copy of the survey instrument can be found in Appendix B. Below we will outline how specific questions were asked and how variables were categorized for analysis.

Career Development

The first question we asked concerned the method of entry into higher education administration. Of particular concern was whether administrators sought out their administrative positions or if they were recruited or nominated for them. We therefore collapsed our initial response categories for this variable into two attributes: (1) sought or (2) recruited. The sought category contains those who claimed to have actively sought higher education administration as a career goal, as well as those who responded that they applied for their initial administrative position. The recruited category contains respondents who were recruited or nominated for their initial administrative post, along with those who claim to have been directed or inspired by a woman, or directed or inspired by a man. Those indicating some other method of entry were eliminated from any analysis using this variable.

Data for occupational experience were gathered by asking respondents to list all academic and administrative positions they

have held since completing school, along with the institution or agency where the position was located, and the years the position was held. Initially, we derived a coding scheme which included 36 codes for each position held. For the current administrative position held, we decided to use two different operationalizations. The more general indicator of position has six categories: (1)President or Chancellor, (2)Vice President or Provost, (3)Vice President of a department or division, (4)Academic Dean, (5)Nonacademic Dean, and (6)Associate, Assistant, or Acting Dean. Due to the relatively small number of women at the upper levels of administration, and the small number of Associate, Assistant, and Acting Deans, a second operationalization was employed for most bivariate and multivariate analyses: (1)President, Chancellor, Vice President, Provost, (2)Vice President of department or division, (3)Academic Dean, Associate or acting Academic Dean, and (4)Nonacademic Dean, Associate or Acting Nonacademic Dean.

A variable of particular interest to us was the importance of having faculty experience for administrative careers in higher education. We conceptualized this variable as a kind of career path and created a dichotomous indicator to measure it. If a respondent had reported to have held a position in an academic department as either an Assistant, Associate, or Full Professor, they are said to have a "faculty path." Without such reported experience, the respondent is said to have a "nonfaculty path."

Respondents were also asked to report the place of employment of all positions. For academic positions, we coded the variable for type of school as: (1)university, (2)college, (3)community college, (4)technical school. For some analyses, type of school will be dichotomized into (1)university or college and (2)community college or technical school.

Respondents were asked to report their educational background by reporting all degrees, the academic department and institution granting the degree, and the date the degree was received. Degrees are collapsed into three levels including (1)doctorate (Ph.D., Ed.D., M.D., and J.D.), (2)masters (M.A., M.S.), and (3)below masters (B.A., B.S., A.A., and certificates below the masters level).

Factors Perceived as Important for Career Development

A series of questions were designed to gather information about factors which benefit administrative careers and those which are perceived as barriers. Factors included: chairing an academic department; having faculty responsibilities; taking courses in management or seminars in leadership; managing personnel, on-the-job training and volunteer work.

Information also was gathered concerning the respondents involvement in professional organizations. Although names of organizations were provided by respondents, we coded the number of professional organizations administrators are members of and the

number of leadership positions they currently hold. We also asked administrators how important they believe involvement in professional organizations have been in their career development.

Administrators' perceptions about constraints or barriers to career development were elicited by asking respondents to check off factors they see as general barriers to administrative careers and those they see as having posed personal constraints for their own career advancement. The set of factors included in the list are: lack of professional involvement, lack of a strong sponsor or mentor, lack of an advanced degree, sex discrimination, racial discrimination, family responsibilities, desire to remain in present geographic location, and lack of diversity in administrative experience.

Finally, we asked respondents to rank a series of factors in terms of their importance both at the beginning of their career and currently. These factors were: career, family responsibilities, relationship with spouse, community/political involvement, and leisure. Responses to this question were not easily interpreted as many respondents ranked more than one factor first, second, and so on. For our purposes, we will focus on selected factors in terms of whether they are ranked first, second, or below second.

Demographic Characteristic

Data were gathered on the following demographic variables: marital status, occupation of spouse (if married), number and ages of children, respondent's age, racial/ethnic identification, and gender.

APPENDIX B

Section 1

The first section of this questionnaire is concerned with your career development.

Q-1. Which of the following best describes your method of entry to higher education administration? (Circle the number associated with your response)

1 ACTIVELY SOUGHT IT AS A CAREER GOAL
2 APPLIED FOR POSITION
3 WAS RECRUITED/NOMINATED FOR POSITION
4 DIRECTED OR INSPIRED BY A WOMAN
5 DIRECTED OR INSPIRED BY A MAN
6 OTHER (please specify)_____

Q-2. Which of the following best describes your career goals for the next five years? (Please circle the number for only one response)

1 TO BE PROMOTED TO ANOTHER POSITION IN HIGHER EDUCATION WITH MORE RESPONSIBILITY AND/OR POWER
2 TO REMAIN IN THIS PRESENT POSITION IN HIGHER EDUCATION
3 TO LEAVE ADMINISTRATION BUT REMAIN IN ACADEMIA
4 TO LEAVE THE FIELD OF HIGHER EDUCATION FOR OTHER EMPLOYMENT
5 RETIREMENT
6 OTHER (please specify)_____

Q-3. Rank the following factors in terms of their relative influence on your administrative career pattern. Rank the most important influence 1, the next most influential 2, etc.

_____ PROFESSIONAL WORK EXPERIENCE BACKGROUND
_____ BIOGRAPHICAL BACKGROUND
_____ EDUCATIONAL BACKGROUND
_____ OTHER (please specify)_____

Q-4. Please list the positions which you have held since graduation from college, including both academic and administrative work. Begin with your present position and work backwards to include your first position. If you need additional space, you can use the back page of this questionnaire.

Position Held	Place of Employment (school or agency)	Year Began	Year Left

Section 2

The second section of this questionnaire is concerned with your educational and professional experiences.

Q-5. Which of the following educational or training experiences do you believe provided the most help for preparation for administrative duties? Please rank these in order of perceived significance, with the most helpful experience ranked 1, the second most helpful experience ranked 2, etc.

_____ CHAIRING AN ACADEMIC DEPARTMENT
_____ NONTEACHING FACULTY RESPONSIBILITIES
_____ MANAGEMENT COURSES/WORKSHOPS
_____ PERSONNEL MANAGEMENT
_____ LEADERSHIP SEMINARS
_____ ON-THE-JOB TRAINING
_____ COMMUNITY VOLUNTEER
_____ OTHER (please specify) _____

Q-6. Next, we would like to obtain some information about your educational background. In the space provided below, please list the degrees you have earned, the college and department which granted the degree, and when the degree was obtained.

Degree	College or University	Department	Year Degree Granted
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Q-7. We would like to know something about your involvement in professional organizations. Please list any memberships you have held in professional organizations, and indicate any leadership positions held.

Name of Professional Organization	Leadership Position Held

Q-8. How important do you feel your involvement in professional organizations has been in your career development? (Circle the number for your response)

1 VERY IMPORTANT
2 SOMEWHAT IMPORTANT
3 NOT AT ALL IMPORTANT

Q-9. Below is a list of factors which may be perceived as constraint or barriers to advancement in higher education administration. Which of these do you believe represent real barriers to advancement in general, and which do you believe has been a barrier in your own career advancement? (Check all that apply)

Barrier or Constraint	Presents a Barrier in General	Presents a Real Barrier for Me Personally
LACK OF PROFESSIONAL INVOLVEMENT	_____	_____
LACK OF A STRONG SPONSOR OR MENTOR	_____	_____
LACK OF AN ADVANCED DEGREE	_____	_____
SEX DISCRIMINATION	_____	_____
RACIAL DISCRIMINATION	_____	_____
FAMILY RESPONSIBILITIES	_____	_____
DESIRE TO REMAIN IN PRESENT GEOGRAPHIC LOCATION	_____	_____
LACK OF DIVERSITY IN ADMINISTRATIVE EXPERIENCE	_____	_____
OTHER	_____	_____

(Please specify) _____

Q-10. Please rank the following factors in terms of their relative importance to you at THE BEGINNING OF YOUR CAREER, and their relative importance to you CURRENTLY. Place a 1 in the space of the most important role, a 2 for the second most important role, etc.

BEGINNING OF CAREER	FACTOR	CURRENT RANKING
_____	CAREER	_____
_____	PARENTING/FAMILY RESPONSIBILITIES	_____
_____	RELATIONSHIP WITH SPOUSE/SIGNIFICANT OTHER	_____
_____	COMMUNITY/POLITICAL INVOLVEMENT	_____
_____	LEISURE	_____
_____	OTHER (please specify)	_____

Section 3

The final section of the questionnaire asks a series of demographic questions. Remember that your answers will be confidential. Please answer each one by filling in the blank or circling the number which corresponds to your response.

Q-11. First, what is your current marital status?

1 MARRIED (first marriage)
2 REMARRIED
3 DIVORCED/SEPARATED
4 WIDOWED
5 NEVER MARRIED

→ (Go to Q-13)

→ Q-12. What is the occupation of your spouse?

_____

Q-13. Do you have any children?

1 NO (Go to Q-15)
2 YES

→ Q-14. If yes, what are their ages? _____ _____ _____ _____

Q-15. How old are you? _____

Q-16. Which of the following best describes your racial/ethnic identification?

1 AMERICAN INDIAN OR ALASKAN NATIVE
2 ASIAN OR PACIFIC ISLANDER
3 BLACK, NOT OF HISPANIC ORIGIN
4 HISPANIC
5 WHITE, NOT OF HISPANIC ORIGIN

Q-17. Are you:

1 FEMALE
2 MALE

APPENDIX C

Table 1
DEMOGRAPHIC CHARACTERISTICS

	Women	Men
Gender	75 (19%)	319 (81%)

	Women (n=72) %	Men (n=313) %
Marital Status		
Married	39	78
Remarried	18	12
Divorced	10	6
Widowed	0	1
Never Married	33	3

	Women (n=41) %	Men (n=274) %
Occupation of Spouse		
Professional/Technical	83	64
Nonprofessional Job	4	8
At Home	0	28
Retired	5	0
In School	5	0
Other	3	0

	Women (n=75) %	Men (n=316) %
Racial Identification		
American Indian, Alaskan Native	3	0
Asian	4	1
Black	8	3
Hispanic	1	3
White	84	93

Percent with children	60	95
Mean Age	46.7	50.0

Table 2

EDUCATION AND CURRENT ADMINISTRATIVE POSITIONS

	Women (n=75) %	Men (n=315) %
Educational Level		
Doctorate	63	66
Masters	35	29
Bachelors	2	5

	Women (n=74) %	Men (n=305) %
Academic Department of Highest Degree		
Arts, Humanities	9.5	9
History, Philosophy	3	11
Social Science	12	17
Math, Computer Science	1	5
Physical Sciences	9.5	11
Business	5	11
Education	60	36

	Women (n=69) %	Men (n=310) %
Level of Current Position		
President/Chancellor	7	16
Vice President/Provost	10	11
Vice President(division)	15	26
Academic Dean	25	23
Nonacademic Dean	36	19
Asst., Assoc. Dean	7	5

	Women (n=74) %	Men (n=317) %
Type of Institution		
University	39	46
College	27	25
Community College	33	22
Technical School	1	7

Table 3

CROSSTABULATION OF ADMINISTRATIVE POSITION
BY GENDER AND TYPE OF SCHOOL

	Universities/Colleges		Community Colleges Technical Schools	
	Women n (%)	Men n (%)	Women n (%)	Men n (%)
President/Vice Pres Chancellor/Provost	8 (18)	62 (28)	4 (18)	21 (24)
Vice President Divisions	8 (18)	62 (28)	2 (9)	19 (21)
Academic Dean	13 (29)	58 (27)	5 (23)	24 (27)
Nonacademic Dean	16 (35)	36 (17)	11 (50)	25 (28)
	45	218	22	89

Table 4

STATISTICAL SUMMARY FOR SUBJECTIVE SURVEY QUESTIONS

Q-1. Which of the following best describes your method of entry to higher education administration?

	Women (n=72) %	Men (n=318) %
ACTIVELY SOUGHT AS A CAREER GOAL	26	20
APPLIED FOR POSITION	11	20
RECRUITED/NOMINATED	45	50
DIRECTED BY A WOMAN	3	1
DIRECTED BY A MAN	9	4
OTHER	6	5

Q-2. Which of the following best describes your career goals for the next five years?

	Women (n=73) %	Men (n=315) %
PROMOTED IN HIGHER ED	34	31
REMAIN IN PRESENT JOB	34	43
LEAVE ADMIN, REMAIN IN ACADEMIA	7	7
LEAVE HIGHER ED	3	5
RETIREMENT	10	12
OTHER	12	2

Q-3. Which of the following educational or training experiences do you believe provided the most help for preparation for administrative duties?

	Women (n=74) %	Men (n=313) %
ACADEMIC DEPT CHAIR	16	16
FACULTY RESPONSIBILITIES	8	15
MANAGEMENT COURSES	8	5
PERSONNEL MANAGEMENT	0	3
LEADERSHIP SEMINARS	1	2
ON-THE-JOB TRAINING	53	47
COMMUNITY VOLUNTEER	4	1
OTHER	10	11

Table 4 (continued)

Q-4. Please list any memberships you have held in professional organizations, and indicate any leadership positions held.

	Women (s.d.)	Men (s.d.)
AVERAGE NUMBER OF MEMBERSHIPS (3.1)	4.3 (2.6)	3.3
AVERAGE NUMBER OF LEADERSHIP POSITIONS	1.8 (2.1)	1.5 (1.8)

Q-5. How important do you feel your involvement in professional organizations has been in your career development?

	Women (n=72) %	Men (n=300) %
VERY IMPORTANT	25	33
SOMEWHAT IMPORTANT	54	41
NOT AT ALL IMPORTANT	21	26

Q-6. Which of the following factors do you believe represent real barriers to advancement in higher education adminis- tration in general, and which do you believe has been a barrier in your own career advancement?

	GENERAL BARRIER		PERSONAL BARRIER	
	Women (n=75) %	Men (n=318) %	Women (n=75) %	Men (n=318) %
LACK OF PROFESSIONAL INVOLVEMENT	40	48	5	5
LACK OF A STRONG SPONSOR OR MENTOR	43	43	23	9
LACK OF ADVANCED DEGREE	56	68	23	15
SEX DISCRIMINATION	53	27	24	1
RACIAL DISCRIMINATION	33	28	5	3
FAMILY RESPONSIBILITY	53	34	21	17
DESIRE FOR GEOGRAPHIC LOCATION	60	54	33	26
LACK OF DIVERSITY IN ADMIN EXPERIENCE	44	51	16	11

Table 5

METHOD OF ENTRY INTO ACADEMIC ADMINISTRATION
BY GENDER AND LEVEL OF ADMINISTRATIVE POSITION

		Sought %	Recruited %	Total % (n)
Gender				
	Men	130 42.8	174 57.2	100 (304)
	Women	27 39.1	42 60.9	100 (69)
	Statistical Summary: Chi-square=.17 d.f.=1 p=.68			
Position (Men)	Pres./Prov.	34 41.5	48 58.5	100 (82)
	VP Div.	34 44.7	42 55.3	100 (76)
	Ac. Dean	34 43.6	44 56.4	100 (78)
	Nonac. Dean	24 43.6	31 56.4	100 (55)
	Statistical Summary: Chi-square=.18 d.f.=3 p=.98			
Position (Women)	Pres./Prov.	3 27.3	8 72.7	100 (11)
	VP Div.	6 66.7	3 33.3	100 (9)
	Ac. Dean	3 17.6	14 82.4	100 (17)
	Nonac. Dean	14 56.0	11 44.0	100 (25)
	Statistical Summary: Chi-square=9.38 d.f.=3 p=.02			

Table 6

RANKING OF CAREER AT BEGINNING
OF CAREER AND CURRENTLY, BY GENDER

	Beginning of Career		Current	
	Women	Men	Women	Men
First	40 55.6%	160 53.2%	34 47.2%	79 27.6%
Second	14 19.4%	51 16.9%	18 25.0%	78 27.3%
Third or below	18 25.0%	90 29.9%	20 27.8%	129 45.1%
	72 100%	301 100%	72 100%	286 100%
	Chi-square=.753 d.f.=.2, p=.69		Chi-square=11.26 d.f.=2, p=.004	

Table 7

RANKING OF FAMILY AT BEGINNING
OF CAREER AND CURRENTLY, BY GENDER

	Beginning of Career		Current	
	Women	Men	Women	Men
First	38.8%	23.4%	28.0%	25.1%
Second	28.6%	39.9%	34.0%	42.1%
Third or below	32.7%	36.7%	38.0%	32.8%
	49	278	50	271
	100%	100%	100%	100%
	Chi-square=5.44 d.f.=2, p=.066		Chi-square=1.146 d.f.=2, p=.56	

RANKING OF FAMILY AT BEGINNING OF CAREER
FOR THOSE WHO HAVE EVER MARRIED

	Women	Men
First	47.4%	23.9%
Second	23.7%	39.7%
Third or below	28.9%	36.4%
	38	272
	100%	100%

Chi-square=9.65 d.f.=2 p=.008

Table 8

RANKING OF SPOUSE AT BEGINNING
OF CAREER AND CURRENTLY, BY GENDER

	Beginning of Career		Current	
	Women	Men	Women	Men
First	14 40.0%	81 32.3%	22 37.9%	146 53.1%
Second	16 45.7%	87 34.7%	26 44.8%	73 26.5%
Third or below	5 14.3%	83 33.1%	10 17.2%	56 20.4%
	35 100%	251 100%	58 100%	275 100%
	Chi-square=5.12 d.f.=2, p=.08		Chi-square=7.80 d.f.=2, p=.02	

Table 9

Level of Administrative Position by the Type of Education Received

POSITION LEVEL	EDUCATION TYPE Arts/ Humanities	History/ Soc. Sci.	Phys. Sci./ Math	Business	Education
Pres./ VP	7 20.0%	28 30.4%	17 33.3%	7 20.0%	32 21.9%
VP/ Division	6 17.1%	19 20.7%	9 17.6%	20 57.1%	35 24.0%
Academic Dean	14 40.0%	28 30.4%	20 39.2%	3 8.6%	32 21.9%
Nonac. Dean	8 22.9%	17 18.5%	5 9.8%	5 14.3%	47 32.2%
	35	92	51	35	146

Statistical Summary: Chi-square= 43.49, d.f.=12, p=.000

Table 10

Type of Institution by Path Taken to Administration

SCHOOL	PATH Nonfaculty	Faculty
University	65 38.5%	111 55.5%
College	53 31.4%	47 23.5%
Comm. Coll/ Tech. School	51 30.2%	42 21.0%
	169	200

Statistical Summary: Chi-square= 10.73, d.f.=2, p=.005

Table 11

Level of Administrative Position by Path

LEVEL	PATH Nonfaculty	Faculty
Pres./ VP	31 18.0%	64 31.7%
VP divisions	60 34.9%	31 15.3%
Academic Dean	23 13.4%	77 38.1%
Nonacademic Dean	58 33.7%	30 14.9%
	172	202

Statistical Summary: Chi-square= 56.73, d.f.= 3, p=.000

Table 12

Level of Administrative Position by Path Controlling for Gender

	PATH Women		Men	
LEVEL	Nonfaculty	Faculty	Nonfaculty	Faculty
Pres./ VP	4 12.1%	8 23.5%	27 19.4%	56 33.3%
VP divisions	7 21.2%	3 8.8%	53 38.1%	28 16.7%
Academic Dean	3 9.1%	15 44.1%	20 14.4%	62 36.9%
Nonacademic Dean	19 57.6%	8 23.5%	39 28.1%	22 13.1%
	33	34	139	168

Statistical Summary:

Women: Chi-square= 15.4, d.f.=3, p=.001

Men: Chi-square= 41.7, d.f.=3, p=.000

Table 13

The Relationship of Gender to Career Paths

PATH	GENDER Women	Men
Nonfaculty	39 52.0%	144 45.1%
Faculty	36 48.0%	175 54.9%
	75	319

Statistical Summary: Chi-square= .889, d.f.=1, p=.34